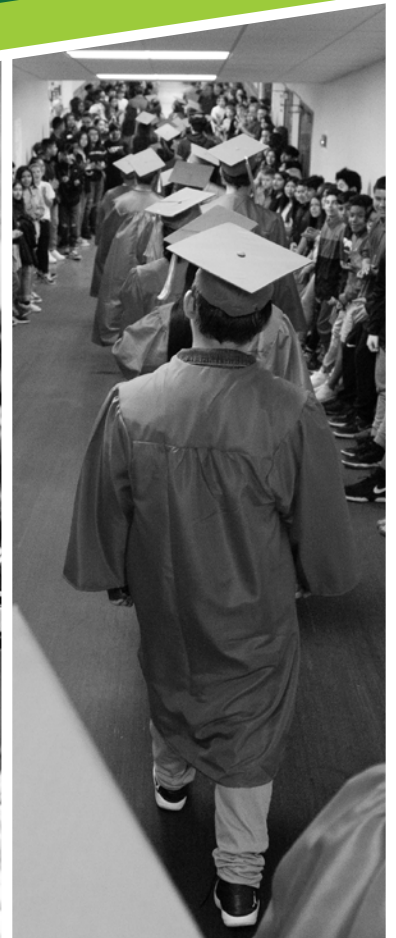




# DAVID DOUGLAS SCHOOL DISTRICT

*STRATEGIC PLAN*  
*2021-2026*



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# THANK YOU TO OUR COMMUNITY!

I am proud to be part of a School District that works to provide meaningful and equitable opportunities for all to learn, grow and thrive within supportive communities of learners.

The David Douglas School District is continually striving to provide meaningful, equitable, and highly effective instruction and experiences so each student grows and thrives socially, emotionally, and academically. Every day our David Douglas staff fosters the whole child to be a force for positive change in our society.

Over the past year, we have worked with and listened to our stakeholders to develop a strategic plan to help guide our work into the future. This work included our District working hand and hand with our community and employees to develop a plan that supports continuous improvement for our students.

We are thankful for our strong relationships with families, volunteers, staff, students and our partnerships to develop a strong vision for the future and our strategic plan. Together, we are stronger and we will remove barriers to student achievement and we will ensure all students are welcomed, safe, supported and truly have an identity in their schools.

Students are the David Douglas School District's WHY, and they are our world's future. We must surround our children and young adults with caring adults and a community that nurtures the unlimited capacity and possibility in every student.

Together with our dedicated educators and staff; our strong leadership; our caring parents/ caregivers; our supportive community, and most importantly our truly amazing students, we will make a difference and ensure every day that our students know that we Believe In Them!

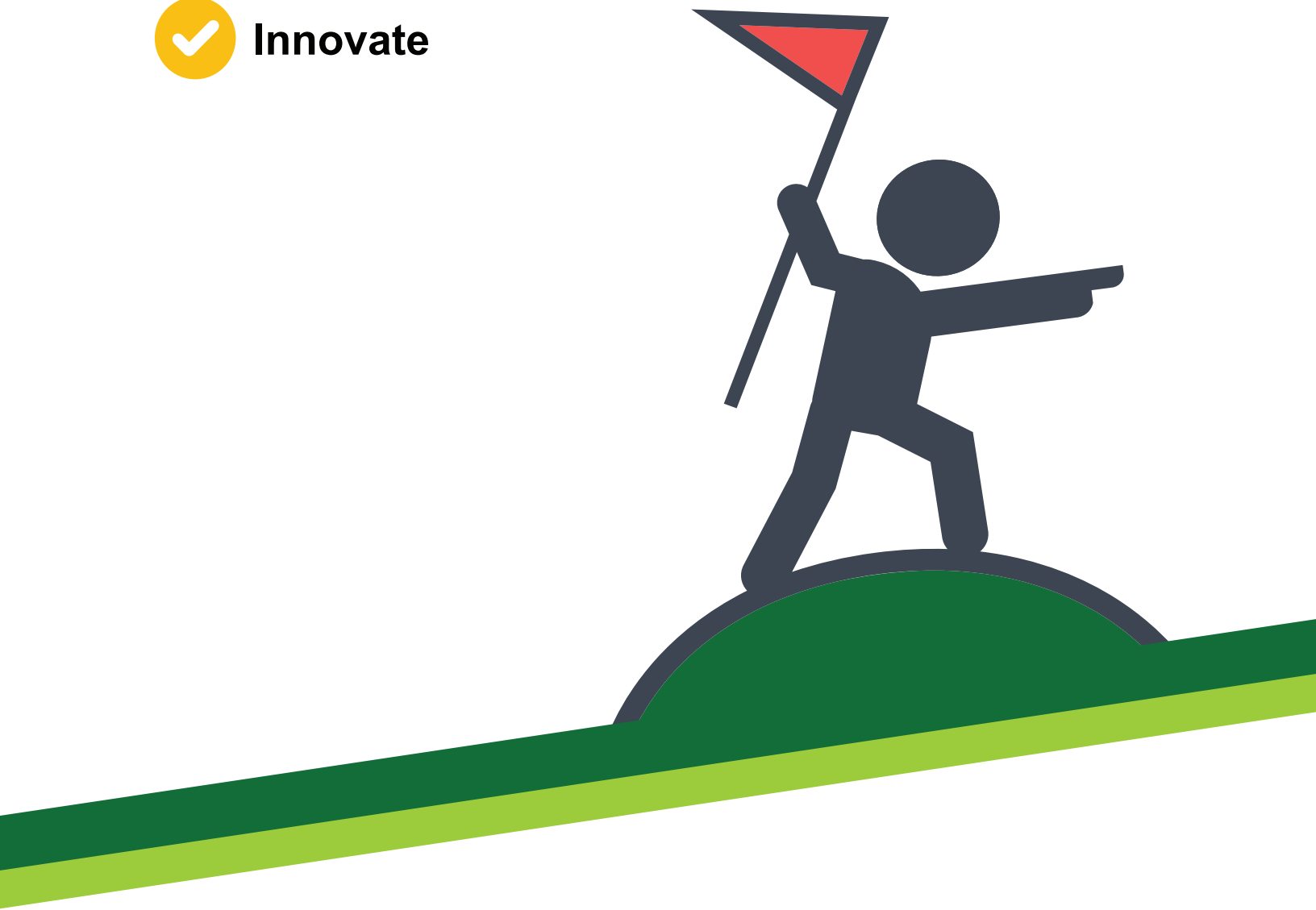
Thank you,

A handwritten signature in black ink, appearing to read "Ken Rich".

**Superintendent**

# GUIDING PRINCIPLES

- ✓ Ensuring Safety & Wellness
- ✓ Cultivating Connections & Relationships
- ✓ Center on Equity
- ✓ Innovate



# FOCUS AREA 1

*DIVERSITY, EQUITY AND INCLUSION*



## David Douglas Schools value and respect the diversity, equity, and inclusion of all students, staff, and community members.

**Equity Statement:** All students, staff and community members - regardless of race, ethnicity, gender, disability, sexual orientation, religion, citizenship status, socioeconomic status, and/or zip code - deserve an excellent, culturally and linguistically relevant education that include opportunities to help them achieve their full potential.



### GOALS

- ✓ Students and families will feel cared for, safe, included, valued, embraced and accepted.
- ✓ Students will see themselves and their voices reflected in the school community and environment.



### KEY PERFORMANCE INDICATORS:

- ✓ Youth Truth Survey or other surveys with specific questions tied to care, inclusion, value, acceptance and relationships
- ✓ Number of families engaged at events and in committees
- ✓ Staff and faculty percentages better reflecting the percentage of our students and community
- ✓ Higher attendance rates
- ✓ Student participation in extra curricular and co-curricular activities
- ✓ Student leadership opportunities at all buildings

ACTION STEPS	DUE DATE	LEADER	EVIDENCE
1 School programming decisions relating to diversity, equity, and inclusion are formed through collaborations with community partners.	SPRING 2023	» School administrators, SUN » Site Manager, Counselors	» Data Collection: Meeting notes with community partners with information on programs, purpose, and decision making. » Groups collaborate fall, winter, and spring at a minimum.
2 Using a structure within the school, schedule intentional and regular outreach to students who are not engaged.	FALL 2022	» Director of ESL and Equity » Director of Education » Director of Student Services » Student Services Administrator » School Counselors » Attendance Coordinators	» Youth Truth Survey results. Identify students. » Student participation in extracurricular activities. » Monthly attendance reports. » Notes from various school student support teams. » Student interest surveys. » Student Contact Log In Synergy. » Weekly outreach logs.
3 Each school will have an equity team that provides staff professional learning.	WINTER 2022	» Superintendent, » Director of ESL and Equity	» Equity teams established. » Meeting notes documenting membership and team actions.
4 Hire more teachers/staff of color.	ONGOING	» Assistant Superintendent	» Training developed for hiring committees. » BIPOC workforce demographics increase by school and department through annually established targets.
5 Investigate other districts who are closing the workforce gap.	SPRING 2022	» Assistant Superintendent	» Site visits to other districts. » Identifying best hiring practices through district interviews.
6 Develop a Grow Your Own teacher program and partner with colleges/ universities to establish a pipeline and address racial imbalance in the teaching profession.	IN PROGRESS/ ONGOING	» Assistant Superintendent	» Programs established to hire and recruit DDSD community members that reflect our diverse demographics. » Implement instructional assistant professional learning series for Education 101. » Scots to Knights Program. » District participation in Meyer Memorial Trust Grant with identified GYO objectives.
7 Provide opportunities for cross level student leadership teams to collaborate and/ or coach other teams.	FALL 2022	» Director of Education » HS Activities Coordinator	» Collaboration schedules. » Agendas.
8 Establish student focus group programs to give input on district-level topics.	ONGOING, based on needed feedback.	» Communication Specialist	» Focus group program and protocol established. » Focus group leaders come together across the district to report to the School Board and community.
9 Identify and promote multiple pathways for student involvement at each school.	FALL 2022	» School Administrators » SUN Site Manager	» List of opportunities and how to access. » Evidence of recruitment events.
10 Identify multiple pathways for family engagement.	SPRING 2022	» Family and Community Partnership Coordinator	» Create a yearly survey for families to gather information. » Feedback loop established to receive information and communicate opportunities.
11 Be intentional about hosting meetings in multiple languages.	FALL 2022	» Director of ESL and Equity » Family and Community Partnership Coordinator	» District protocol developed for meeting interpretation. » Protocol is implemented district-wide.
12 Representation of community cultures are included in the physical environment of all district buildings.	FALL 2022	» Family and Community Partnership Coordinator	» School audit completed. » Family focus group to gather information around what representation looked and felt like.
13 Utilize well attended events to communicate, promote and build community connections.	FALL 2022	» School administrators	» Planned events include multiple objectives (e.g. sports and promote reading). » Calendar of events.



# FOCUS AREA 2

## COMMUNICATION AND FAMILY/COMMUNITY ENGAGEMENT





**In order to foster a trusting, welcoming and inclusive community, we will empower families, community members, staff and students by providing equitable access for all voices to be heard, with particular focus on underserved families.**

**Equity Statement:** Equity means all families and students feel heard and valued in our school communities, with special focus toward Black, Indigenous, and People Of Color (BIPOC), and those striving for equal access.



## GOALS



David Douglas will ensure meaningful stakeholder input is present in all decisions that impact school community, programs and student outcomes.



## KEY PERFORMANCE INDICATORS:



Increased academic achievement for BIPOC Students as measured by district KPIs



Increased ratings on the Youth Truth Survey Results



Reduced discipline referrals, suspension/expulsion rates for BIPOC students - PBIS, SWIS, Synergy



Increased Attendance Rates

ACTION STEPS	DUE DATE	LEADER	EVIDENCE
<b>1</b> Each School will recruit, provide and remove barriers of participation in opportunities for Student and Family Ambassadors. Ambassadors will reflect the school community.	<b>FALL 2022</b>	» Principal building leadership team » Director of Education » Director ESL and Equity	» Provide support/ training for Students and Parents. » Intentional Incentivizing and marketing of opportunities for students/parents who have not historically participated. » In order to remove barriers: changing the criteria of participation.
<b>2</b> Student Mentors Program: Older students helping younger students, "buddy" classes.	<b>FALL 2022</b>	» Principal building leadership team » Director of Education » Director of Student Services » Director of Curriculum and Instruction	» A formal program established. » Provide training for older students. » Formalized schedule in place for mentoring.
<b>3</b> Develop, enhance and evaluate culturally responsive community partner programs that will strengthen the relationship between the building staff and partners.	<b>FALL 2024</b>	» Director of Business, » Director ESL and Equity Cabinet	» Examples of partnerships, formal eval. process, a part of school community, etc. » feedback system from our community partners. » Outcomes indicated in our MOU's and measured.
<b>4</b> Equity Teams include student and family stakeholders.	<b>WINTER 2022</b>	» Principals building leadership teams » Director of ESL and Equity Cabinet	» Each building has a formalized equity team that meets on a regular basis that includes families and/or students depending on level.
<b>5</b> Systematized stakeholder input at building and district levels.	<b>FALL 2022</b>	» Principals building leadership teams » Communications Specialist Cabinet	» Develop a process for collecting data. » Youth Truth. » Pulse Checks. » Other surveys. » Increase parent and community involvement in decision making, ensuring that we are gathering needed information from all groups. » Formalized process for gathering feedback that informs future actions.

# FOCUS AREA 3

## *HEALTH AND WELLBEING*



## Each student and family feels supported in culturally specific ways through a comprehensive network that addresses the whole child.

**Equity Statement:** The district will strengthen collaboration with our community leaders to help empower our families in navigating district support systems, emphasizing inclusion of BIPOC and ELL families.



### GOALS

- ✓ Addressing the social determinants of health: food insecurity, mental, physical, housing, emotional, cultural (language needs met).
- ✓ Prioritize ELL and BIPOC families with an intentional loop of communication and feedback. Be more systematic as a district in determining needs, delivering services and creating clear channels of communication.
- ✓ Analyze and shift the mindset around the districts current practices of student management and discipline to determine impact on disproportionate data.



### KEY PERFORMANCE INDICATORS:

- ✓ Number of families served through the pantry
- ✓ Number of families receiving free/reduced lunch rates
- ✓ Attendance and retention rates
- ✓ Examine partner caseloads (Trillium, IRCO, etc.) per building/student number
- ✓ Quarterly Family Check-ins on food insecurity, mental, physical, housing, emotional, and cultural needs (Modeled like the first CDL effort. Determine partnerships based on community feedback and need.)
- ✓ Track disproportionate data over time (referrals, suspensions, etc.)

ACTION STEPS	DUE DATE	LEADER	EVIDENCE
<p>1 Create a building level "Coordinated Care Team" at each school that consistently collaborates to determine wrap around and support service plans and action steps.</p> <p>CCTeam decisions and actions are:            » <i>based on community needs</i>            » <i>addressing needs such as food insecurity, mental health, social services, cultural support, housing, etc.</i></p> <p>CCTeam will include building administrator, school staff, SUN Staff and other community partners.</p>	<p><b>FALL 2021</b></p>	<p>» Director of Education            » Student Services Administrator            » Building Principal            » Family and Community Partner Coordinator</p>	<p>» Synergy Records - follows CDL recordings/notes by student.</p>
<p>2 Implement bi-annual Communication/Training plan for staff.</p> <p>Communication and Training Plan may include:            » <i>family referrals to services and CBOs.</i>            » <i>school and local resources.</i>            » <i>community partners.</i>            » <i>hunger relief/culturally specific foods any additional supports available.</i></p>	<p><b>FALL 2022</b></p>	<p>» Director of Education            » Student Services Administrator            » Family and Community Partner Coordinator            » Building Principal</p>	<p>» Completed Training Slides Deck - updated bi-annually.            » Communication and Training completed by August 30 and February 28 of each school year at each school's staff meeting.</p>
<p>3 Explore funding options to add more social workers/therapists, who are employees of DDSD.</p>	<p><b>FALL 2022</b></p>	<p>» Cabinet Administration            » School Board</p>	<p>» Include Social Workers/Therapists on our annual Budget Priority List.            » Include Social Workers/Therapists as a priority during annual SIA Planning.</p>
<p>4 <i>*refer to group 1 and 2 for similar action steps</i></p> <p>Explore funding options to create Community Ambassadors positions that will provide cultural support to our BIPOC and Bilingual families.</p> <p>Funding would included:            » <i>Initial Training and Incentives for Ambassadors</i>            » <i>Incentives for Community Members to attend trainings Ambassadors offer (meals, certificate of attendance, etc.).</i></p>	<p><b>FALL 2022</b></p>	<p>» Cabinet Administration            » School Board            » Director of Student Services            » Director of ESL and Equity            » Family and Community Partnerships Coordinator</p>	<p>» Include Community Ambassadors positions on our annual Budget Priority List.            » Include Community Ambassadors as a priority during annual SIA Planning.</p>
<p>5 Use data to examine inequities and hold school accountable to address disparities in discipline practices.</p> <p>Incorporate restorative practices into our daily language, discipline policy, student handbook and interactions with students.</p>	<p><b>ANNUAL SUMMER</b>  <i>Historical Data Review</i>  <b>ANNUALLY FEBRUARY</b>  <i>(so that Semester 1 data is reviewed)</i></p>	<p>» Cabinet            » Director of Student Services            » Director of Education            » Director of Assessment</p>	<p>» Annual Data Reports.</p>
<p>6 Improve communication of Health and Safety Resources (with targeted communication for bilingual families):            » <i>Access and Health Care Coverage for Students.</i>            » <i>Access and Health Care Coverage for Families.</i>            » <i>County Health Clinics (ie East County Clinic at DDHS).</i>            » <i>Mental Health Services.</i>            » <i>Ongoing Local Events in our community.</i></p>	<p><b>ANNUALLY</b></p>	<p>» Cabinet            » Communication Specialist            » Director of Student Services            » Director of ESL and Equity            » Family and Community Partnerships Coordinator</p>	<p>» Annual Data Reports.</p>

# FOCUS AREA 4

*HIGHLY EFFECTIVE CURRICULUM/  
INSTRUCTION FOCUSED ON  
EQUITY AND EMPOWERMENT*





## Highly effective instruction integrates academic and social emotional learning to address the needs of every child.

**Equity Statement:** Curriculum/instruction must be focused on equity and empowerment, including and affirming the diverse identities, experiences, and voices of students and families.



### GOALS

- ✓ **Meaningfully include and honor diverse students, families, and teachers in the process of selecting and evaluating curriculum materials and professional development.**
- ✓ **Ensure high-quality and ongoing training, resources, and time for teachers and staff to:**
  - a. *Integrate the voices and experiences, cultures, interests, talents, and needs of their diverse students into instructional practice.*
  - b. *Address the mental health and social emotional needs of their students through their instructional practice.*
  - c. *Measure the impact of their instruction through regular and authentic student and family feedback; improve their teaching practices based on this feedback.*
- ✓ **Build strong partnerships with community organizations, businesses, career and technical colleges so that each student has a clear pathway and the culturally-specific supports they need to succeed within and beyond high school.**



### KEY PERFORMANCE INDICATORS:

- ✓ **Youth Truth Survey, academic, and behavior data to measure effectiveness of culturally affirming curriculum and instructional practices, as well as addressing student mental health and social emotional needs**
- ✓ **Regular student, family, and teacher feedback to evaluate effectiveness and responsiveness of curriculum materials and professional development offerings**
- ✓ **Attendance, retention, and graduation rates disaggregated by race and ethnicity to measure effectiveness of secondary and post-secondary partnerships**

ACTION STEPS	DUE DATE	LEADER	EVIDENCE
<p>1</p> <p>Create a process that meaningfully includes diverse students, families, and teachers to guide the selection and evaluation of curriculum materials and professional development offerings.</p> <ul style="list-style-type: none"> <li>» <i>Audit existing systems to identify strengths and areas for improvement.</i></li> <li>» <i>Gather a diverse adoption team through intentional outreach. Include students, family, and teachers as part of the adoption process. Meet with the curriculum &amp; equity department on a consistent and regular basis (not solely as needed).</i></li> <li>» <i>Provide training and support for the adoption committee to meaningfully engage in the process.</i></li> </ul>	<p><b>CURRICULUM TIMELINE:</b></p> <p><b>Begin and Research best samples + small pilot -</b> <i>Year 2021-22</i></p> <p><b>Pilot DD Process -</b> <i>Fall 2022</i></p> <p><b>Implement Process -</b> <i>Fall 2023</i></p> <p><b>PROFESSIONAL LEARNING TIMELINE:</b></p> <p><b>Begin plan development</b> <i>2022-23 school year</i></p> <p><b>Small pilot implementation</b> <i>2023-2024 school year</i></p>	<ul style="list-style-type: none"> <li>» Cabinet Team</li> <li>» Director of Curriculum &amp; Instruction</li> <li>» Director of Equity &amp; ELL</li> <li>» Director of Student Services</li> </ul>	<ul style="list-style-type: none"> <li>» Policies and procedures for selecting and evaluating curriculum and instructional practices through the district's EQUITY LENS. Accountability measures in place for addressing and correcting concerns.</li> <li>» Inclusion of diverse students, families, and teachers in the adoption process.</li> <li>» Participants trained and empowered to review &amp; evaluate curriculum and PD through an equity lens.</li> <li>» Meetings held on a regular basis.</li> <li>» Systems in place to gather feedback from the larger community of stakeholders (students, families, teachers) on curriculum and professional development offerings. Feedback gathered regularly &amp; through different formats (surveys, focus groups, community forums). Feedback loops in place within the system to effectively address concerns.</li> </ul>
<p>2</p> <p>Build a district-wide, sustainable system for offering high-quality, and ongoing training for teachers and staff on:</p> <ul style="list-style-type: none"> <li>» <i>Historical and institutional racism in schools; anti-racist instructional practices.</i></li> <li>» <i>Culturally responsive instructional practices to engage diverse learners in academic learning.</i></li> <li>» <i>Social-emotional learning &amp; restorative justice, with an explicit focus on addressing disproportionate representation of Black and Brown students in discipline data.</i></li> <li>» <i>Authentically engaging students and families in the process of reflection and improvement of instructional practices.</i></li> </ul>	<p><b>FIVE YEAR PD CALENDAR PLAN</b> <b>JANUARY 2023</b></p>	<ul style="list-style-type: none"> <li>» Cabinet Team</li> <li>» Director of Equity &amp; ELL</li> <li>» Director of Curriculum &amp; Instruction</li> <li>» Director of Student Services</li> </ul>	<ul style="list-style-type: none"> <li>» Common language and understanding evident throughout the district on racism and anti-racism, culturally responsive instructional practices, social emotional learning, restorative justice, and student &amp; family engagement.</li> <li>» Systems and supports in place at the district level and in each building for teachers to receive ongoing and regularly scheduled training on anti-racist and culturally responsive instructional practices, social emotional learning, restorative justice, and student &amp; family engagement in instructional practices.</li> <li>» Regular and positive teacher feedback on quality and effectiveness of professional development offerings. Concerns flagged in feedback effectively addressed.</li> </ul>
<p>3</p> <p>Build and strengthen partnerships with community organizations, businesses, career and technical colleges so that each student has a clear pathway and the culturally-specific supports they need to succeed within and beyond high school.</p>	<p><b>SPRING 2022</b></p>	<ul style="list-style-type: none"> <li>» MS and HS Administrators</li> <li>» College and Career Services Department</li> <li>» High School Counseling Department</li> <li>» Graduation and Transition Mentors</li> </ul>	<ul style="list-style-type: none"> <li>» Develop annual partnership report to identify current partnerships and roles.</li> <li>» Include feedback process to gather information from community partners and suggestions to improve.</li> <li>» Include feedback process to measure effectiveness of each partnership.</li> </ul>